

S. RES. 498

Whereas the goals of National Mentoring Month are to raise awareness of and celebrate the powerful impact of mentoring relationships, recruit new mentors, and encourage institutions to integrate quality mentoring into their policies, practices, and programs;

Whereas quality mentoring fosters positive life and social skills, promotes self-esteem, bolsters academic achievement and college access, supports career exploration, and nurtures youth leadership development;

Whereas mentoring happens in many settings, including community-based programs, elementary and secondary schools, institutions of higher education, government agencies, religious institutions, and the workplace, and in various ways, including formal mentoring matches and informal relationships with teachers, coaches, neighbors, faith leaders, and others;

Whereas effective mentoring of underserved and vulnerable populations helps individuals confront challenges and enjoy improved mental health and social-emotional well-being;

Whereas studies have shown that incorporating culture and heritage into mentoring programs can improve academic outcomes and increase community engagement, especially for Alaska Native and American Indian youth;

Whereas youth development experts agree that mentoring encourages positive youth development and smart daily behaviors, such as finishing homework and having healthy social interactions, and has a positive impact on the growth and success of a young person;

Whereas mentors help young people set career goals and can help connect mentees to industry professionals to train for and find jobs;

Whereas mentoring programs generally have a significant, positive impact on youth academic achievement, school connectedness and engagement, and educational success, which leads to outcomes such as improved attendance, grades and test scores, and classroom behavior;

Whereas research has found that young people facing a risk of not completing high school but who had a mentor were, compared with their peers, more likely to enroll in college, to participate regularly in sports or extracurricular activities, to hold a leadership position in a club or sports team, and to volunteer regularly, and less likely to start using drugs;

Whereas mentoring has long been a staple of juvenile justice and violence prevention efforts, and can offer comprehensive support to youth at risk for committing violence or victimization, as mentoring can address many risk factors at once;

Whereas mentoring relationships for youth facing risk, such as foster youth, can have a positive impact on a wide range of factors, including mental health, educational functioning and attainment, peer relationships, employment, and housing stability;

Whereas mentoring programs have been found to positively impact many aspects of mental well-being, including reducing unhealthy coping mechanisms, improving interpersonal relationships, and reducing parental stress;

Whereas mentoring is an innovative, evidence-based practice and, uniquely, is both a prevention and intervention strategy that can support young people of all demographics and backgrounds in all aspects of their lives;

Whereas each of the benefits of mentors described in this preamble serves to link youth to economic and social opportunity while

also strengthening communities in the United States;

Whereas despite the benefits of mentoring, one young person of every three is growing up without a mentor, which means a third of the young people of the United States are growing up without someone outside of the home to offer real life guidance and support; and

Whereas this “mentoring gap” demonstrates the need for collaboration among the private, public, and nonprofit sectors to increase resources for relationship-centric supports for youth in communities, schools, and workplaces: Now, therefore, be it

Resolved, That the Senate—

(1) recognizes “National Mentoring Month”;

(2) recognizes the caring adults who serve as staff and volunteers at quality mentoring programs and help the young people of the United States find inner strength and reach their full potential;

(3) acknowledges that mentoring supports educational achievement, engagement, and self-confidence, supports young people in setting career goals and expanding social capital, reduces juvenile delinquency, and strengthens communities;

(4) promotes the establishment and expansion of quality mentoring programs across the United States to equip young people with the tools needed to lead healthy and productive lives; and

(5) supports initiatives to close the “mentoring gap” that exists for the many young people in the United States who do not have meaningful connections with adults outside the home.

SENATE CONCURRENT RESOLUTION 28—EXPRESSING THE SENSE OF CONGRESS THAT SEPTEMBER 30 SHOULD BE OBSERVED AS A NATIONAL DAY OF REMEMBRANCE FOR THE NATIVE AMERICAN CHILDREN WHO DIED WHILE ATTENDING A UNITED STATES INDIAN BOARDING SCHOOL AND RECOGNIZING, HONORING, AND SUPPORTING THE SURVIVORS OF INDIAN BOARDING SCHOOLS, THEIR FAMILIES, AND THEIR COMMUNITIES

Ms. MURKOWSKI (for herself, Mr. SCHATZ, Ms. WARREN, Mr. ROUNDS, and Mr. SULLIVAN) submitted the following concurrent resolution; which was considered and agreed to:

S. CON. RES. 28

Whereas, more than 200 years ago, the Act entitled “An Act making provision for the civilization of the Indian tribes adjoining the frontier settlements”, approved March 3, 1819 (3 Stat. 516, chapter 85) (commonly known as the “Civilization Fund Act”), was enacted and ushered in devastating policies and practices designed to assimilate American Indian, Alaska Native, and Native Hawaiian children by removing the children from their families and Native communities throughout the United States;

Whereas that Act intended to resolve what was commonly referred to in the United States as the “Indian problem” and was based on the unjust belief of many that Native people needed to be “civilized” and that education would be the appropriate vehicle to enact assimilationist policies on Native American people;

Whereas, pursuant to that Act, numerous church- and government-operated boarding schools were established on and off Indian

territories and homelands to house and educate numerous Native American children through policies and practices that sought to eliminate the cultural identity of Native children and assimilate them into mainstream United States society;

Whereas, according to the Native American Rights Fund, Native American families were torn apart by the removal of Native American children, either voluntarily or forcibly, from their homelands and communities to attend Indian boarding schools located across the country;

Whereas many parents of children sent to Indian boarding schools were forbidden to contact or visit their children, compounding the problem of isolation that negatively impacted and continues to impact the lives of many Native children, their families, and their communities;

Whereas the Native American Rights Fund also reported that an unidentified number of Native children died at Indian boarding schools due to abuse, neglect, malnourishment, or disease, and many of those children were buried far from their homes in unmarked graves or under tombstones that misidentified the children or ascribed Anglicized names to the children;

Whereas many of the parents of children who died at Indian boarding schools were never informed of the fate of their children;

Whereas, according to a report issued by the Native American Rights Fund, many survivors of Indian boarding schools have testified that Indian boarding schools stripped Native American children of their traditional cultures, languages, and religions by forbidding the children to wear traditional clothing, speak their Indigenous languages, or practice their cultural, religious, or spiritual beliefs, and many of the boarding schools are known to have severely punished children who violated these policies through verbal, psychological, and physical abuse;

Whereas many survivors of Indian boarding schools and families of children who attended those schools have recounted details of the physical, sexual, and psychological abuse that countless Native American children endured while attending the schools;

Whereas, according to the report entitled “The Problem of Indian Administration” and dated February 21, 1928 (commonly known as the “Meriam Report”), many Indian boarding schools sent students to nearby communities for forced manual work as servants or farm laborers, and the operation of many Indian boarding schools was supported by the labor of the students;

Whereas the Federal policy of Indian assimilation and education has proven to be a disastrous failure and a national tragedy;

Whereas, as stated in the report entitled “Indian Education: A National Tragedy—A National Challenge” and dated November 3, 1969 (Senate Report 91-501) (commonly known as the “Kennedy Report”), “the dominant policy of the Federal Government toward the American Indian has been one of coercive assimilation” that had “disastrous effects” on the education of many Native American children;

Whereas, in 2018, the United States Commission on Civil Rights reported that many American Indian and Alaska Native people suffer from intergenerational trauma as a result of policies and practices of Indian boarding schools that alienated many children from their families, traditional cultures, languages, and religions, and deprived those children of their true identities and heritage;

Whereas, while early assimilationist policies were eventually eliminated and Indian boarding school attendance has greatly diminished since its apex, the impact of this shameful period in United States history

still affects the lives of many Native American people today;

Whereas many Native American people are still suffering from and trying to comprehend and cope with direct trauma, including impacts on health and well-being, and the intergenerational trauma, that resulted from losing connection to family, culture, language, religion, and heritage;

Whereas significant research shows that adverse childhood experiences, such as the experiences of many Native American children who attended Indian boarding schools and the descendants of those children, can cause numerous negative health outcomes, increased suicide rates, and other harmful outcomes throughout life; and

Whereas recognition that healing and promotion of care for the mind, body, and spirit is essential to overcoming the dark shadows on United States history cast by Federal Indian assimilationist policies and practices carried out by the Federal Government through Indian boarding schools and acknowledging the lived experiences of the Native American children and families who endured and continue to endure the trauma and grief associated with Indian boarding schools: Now, therefore, be it

Resolved by the Senate (the House of Representatives concurring), That—

(1) it is the sense of Congress that there should be a national day of remembrance for the Native American children who died while attending a United States Indian boarding school;

(2) Congress recognizes, honors, and supports the survivors and the families and communities of children who attended such schools; and

(3) Congress encourages the people of the United States—

(A) to support and recognize the grief, pain, and hardship many Native American people suffered and still endure as a result of the assimilationist policies and practices carried out by the United States through Indian boarding school policies;

(B) to honor the legacy of and remember those who were lost or harmed by those policies and practices; and

(C) to appreciate the resilience of the survivors and their families with appropriate ceremonies, programs, events, and other activities to support and commemorate a national day of remembrance.

AUTHORITY FOR COMMITTEES TO MEET

Mr. BLUMENTHAL. Mr. President, I have 1 request for committees to meet during today's session of the Senate. They have the approval of the Majority and Minority Leaders.

Pursuant to rule XXVI, paragraph 5(a), of the Standing Rules of the Senate, the following committees are authorized to meet during today's session of the Senate:

COMMITTEE ON THE JUDICIARY

The Committee on the Judiciary is authorized to meet during the session of the Senate on Thursday, January 20, 2022, at 9 a.m., to conduct an executive business meeting.

APPOINTMENTS

The PRESIDING OFFICER. The Chair announces, on behalf of the Republican Leader, pursuant to the provisions of Public Law 106-398, as amended by Public Law 108-7 and in consulta-

tion with the ranking members of the Senate Committee on Armed Services and the Senate Committee on Finance, the appointment of the following individuals to serve as members of the United States-China Economic and Security Review Commission: the Honorable Randall Schriver, of Virginia, and Aaron Friedberg, of New Jersey.

The Chair announces, on behalf of the Republican Leader, pursuant to the provisions of Public Law 116-260, the appointment of the following individual to serve as a member of the People-to-People Partnership for Peace Fund Advisory Board: the Honorable Elliott Abrams of Virginia.

COMMEMORATING THE 100TH ANNIVERSARY OF THE ALABAMA FARMERS FEDERATION

Mr. BROWN. Madam President, I ask unanimous consent that the Committee on Agriculture, Nutrition, and Forestry be discharged from further consideration and the Senate now proceed to S. Res. 471.

The PRESIDING OFFICER. The clerk will report the resolution by title.

The bill clerk read as follows:

A resolution (S. Res. 471) commemorating the 100th anniversary of the Alabama Farmers Federation and celebrating the long history of the Alabama Farmers Federation serving as the voice for Alabama agriculture and forestry.

There being no objection, the committee was discharged and the Senate proceeded to consider the resolution.

Mr. BROWN. I ask unanimous consent that the resolution be agreed to, the preamble be agreed to, and the motions to reconsider be considered made and laid upon the table.

The PRESIDING OFFICER. Without objection, it is so ordered.

The resolution (S. Res. 471) was agreed to.

The preamble was agreed to.

(The resolution, with its preamble, is printed in the RECORD of December 7, 2021, under "Submitted Resolutions.")

CONGRATULATING THE UNIVERSITY OF WISCONSIN BADGERS ON WINNING THE 2021 NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION I WOMEN'S VOLLEYBALL CHAMPIONSHIP

Mr. BROWN. Madam President, I ask unanimous consent that the Committee on Commerce, Science, and Transportation be discharged from further consideration and the Senate now proceed to S. Res. 487.

The PRESIDING OFFICER. The clerk will report the resolution by title.

The bill clerk read as follows:

A resolution (S. Res. 487) congratulating the University of Wisconsin Badgers on winning the 2021 National Collegiate Athletic Association Division I Women's Volleyball Championship.

There being no objection, the committee was discharged and the Senate proceeded to consider the resolution.

Mr. BROWN. Madam President, I ask unanimous consent that the resolution be agreed to, the preamble be agreed to, and the motions to reconsider be considered made and laid upon the table.

The PRESIDING OFFICER. Without objection, it is so ordered.

The resolution (S. Res. 487) was agreed to.

The preamble was agreed to.

(The resolution, with its preamble, is printed in the RECORD of January 12, 2021, under "Submitted Resolutions.")

CONGRATULATING THE UNIVERSITY OF WISCONSIN-EAU CLAIRE BLUGOLDS ON WINNING THE 2021 NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION III WOMEN'S VOLLEYBALL CHAMPIONSHIP

Mr. BROWN. Madam President, I ask unanimous consent that the Committee on Commerce, Science, and Transportation be discharged from further consideration and that the Senate now proceed to S. Res. 488.

The PRESIDING OFFICER. The clerk will report the resolution by title.

The bill clerk read as follows:

A resolution (S. Res. 488) congratulating the University of Wisconsin-Eau Claire Blugolds on winning the 2021 National Collegiate Athletic Association Division III Women's Volleyball Championship.

There being no objection, the committee was discharged, and the Senate proceeded to consider the resolution.

Mr. BROWN. I ask unanimous consent that the resolution be agreed to, that the preamble be agreed to, and that the motions to reconsider be considered made and laid upon the table.

The PRESIDING OFFICER. Without objection, it is so ordered.

The resolution (S. Res. 488) was agreed to.

The preamble was agreed to.

(The resolution, with its preamble, is printed in the RECORD of January 12 (legislative day, January 10), 2022, under "Submitted Resolutions.")

CONGRATULATING THE NORTH DAKOTA STATE UNIVERSITY BISON FOOTBALL TEAM FOR WINNING THE 2022 NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION I FOOTBALL CHAMPIONSHIP SUBDIVISION TITLE

Mr. BROWN. Madam President, I ask unanimous consent that the Senate proceed to the consideration of S. Res. 497, submitted earlier today.

The PRESIDING OFFICER. The clerk will report the resolution by title.

The bill clerk read as follows:

A resolution (S. Res. 497) congratulating the North Dakota State University Bison football team for winning the 2022 National Collegiate Athletic Association Division I Football Championship Subdivision title.

There being no objection, the Senate proceeded to consider the resolution.